



AIRBORNE & SPECIAL OPERATIONS MUSEUM

GRADE 3 Curriculum Guide

NOTE TO TEACHERS: This curriculum guide is intended to enhance your visit to the Airborne & Special Operations Museum. By incorporating information and experiences available at the museum with the NC standard course of study for third graders, your visit here will be made more meaningful for your students. The following questions, observations and exercises reinforce specific competency goals and skill objectives for 3d grade students in the North Carolina Public Schools.

1. (This relates to competency goal 2 – learning to analyze the multiple roles that individuals perform in families, workplaces and communities.)
 - a. The museum tells the story of airborne and special operations from 1940 to the present time. Ask your students to consider what the Army must have been like 50 years ago. What developments since then have changed the Army the most – aviation including space exploration, communications technology, or weaponry?
 - b. Discuss with your students the various kinds of museums we have in our community as well as others in different cities.
2. (This relates to competency goal 3 – learning to examine how individuals can initiate change in families, neighborhoods, and communities.)
 - a. Talk with your class about how Fayetteville was different as a community before Fort Bragg was established in 1918. How would Fayetteville be different today if it were not home to Fort Bragg and Pope Air Force Base?
 - b. How does Fayetteville change when soldiers from our military communities are away in large numbers serving elsewhere around the world?.
3. (This relates to competency goal 4 – learner will explain geographic concepts and the relationship between people and geography in real life situations.)
 - a. Discuss how soldiers move from one place to another. Use maps to illustrate what intermediate stops, if any, would soldiers make between Fayetteville and Afghanistan? Between Fayetteville and Fort Benning, Georgia? Fayetteville and Fort Richardson, Alaska?

- b. Training is an important aspect of what soldiers do at Fort Bragg. In other places and climates, how might the training exercises be different? (At Fort Drum, soldiers of the 10th Mountain Division train on skis!)
- 4. (This relates to competency goal 5 – the learner will apply basic economic principles to the study of communities.)
 - a. In teaching children about banks, discuss where soldiers might choose to keep their money. Do other cities have banks like those in Fayetteville?
 - b. In discussions about money, illustrate the difference in American money from the money of other nations. What do other coins and bills have in common with American coins and bills? How are they different?

Third grade studies expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

1. Ask your students to draw a map of Fayetteville and Fort Bragg, illustrating the proximity and the separateness of the two communities.
2. Discuss the role of military commanders, comparing the privileges and responsibilities of such a position..
3. Military people have a code of conduct; let the students devise a list of characteristics based on the current military code, and situations in which good character can be demonstrated.
4. Encourage the children to develop a Letter to the Editor about their thoughts on the military community and how important it is to Fayetteville.